National Association for Sport and Physical Education
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NASPE Sets the Standard

GUIDANCE DOCUMENT

Instructional Framework for Fitness Education In Physical Education

Introduction

The National Association for Sport and Physical Education's (NASPE) Fitness Education Project team gathered insights from professionals across the country who have worked on national and state physical education standards and district curriculum materials; from content and pedagogy specialists; and from current literature to provide what follows: a comprehensive Instructional Framework for Fitness Education in Physical Education (IFFEPE).

Fitness education is a subcomponent of the total physical education program, focusing on helping students acquire knowledge and higher-order understanding of health-related physical fitness (the product), as well as habits of physical activity and other healthy lifestyles (the process) that lead to good health-related physical fitness, health and wellness. Although the term "fitness" is used in many ways, in this project, fitness education is defined as health-related fitness education. The following working definition of fitness is used to guide the development of IFFEPE: fitness education is the instructional and learning process of acquiring knowledge, skills and values; experiencing regular participation in physical activity; and promoting healthy nutrition choices to achieve life-enhancing health-related fitness.

The purpose of IFFEPE is to suggest what students should understand and be able to do at specific grade levels, focusing on helping students adopt a healthy lifestyle during the PreK to 16th years of education. The development of the IFFEPE assumes that a health-enhancing level of physical fitness is attainable for all students through regular engagement in moderate to vigorous physical activity, regardless of gender, age, ethnicity or cultural background. The IFFEPE is designed for all students. The content included in the IFFEPE was developed holistically; all areas are important and should be included in fitness education.

The IFFEPE is designed to provide ample room for teaching innovation and creativity, which are essential to fitness education. Physical education teachers, curriculum coordinators, fitness leaders and administrators should use these materials as a framework for outlining the

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Instructional Framework for Fitness Education in PE *(Cont.)*

desired outcomes of fitness education learning experiences. They are intended to provide guidance for customizing content to meet the needs of students from a state, local or programmatic level. It would be inaccurate to interpret the content of these materials as a rigid, standardized delivery of fitness education, because context, region, resources, facilities and student expectations differ.

Overall, this proposed IFFEPE should be integrated into an existing physical education curriculum with full or partial lessons that address the identified fitness content at individual grade levels. For example, an entire lesson can be dedicated to the concept of energy balance. Fitness education also can be integrated into sport-oriented lessons, in which — for purposes of this example — the focus is volleyball skill learning, but the students are simultaneously learning how to improve muscle endurance by performing specific upper- and lower-body movements repeatedly. Measureable benchmarks represent the skills, knowledge and values reflective of competence at a given point of time and can be used to develop curriculum or fitness-specific courses, or just to confirm that appropriate domains are included in the current curriculum.

Overall, fitness education should incorporate an updated, coherent and professionally defensible scope and sequence of how fitness content should be organized for purposes of instruction and learning. Of more importance, fitness education must not be taught in isolation and should be embedded in the content taught in all units. The IFFEPE for PreK-16 programs provides guidance for physical education teachers and other relevant professionals.

In addition to creating a much-needed K-12 IFFEPE, this project adds PreK and college benchmarks to the curriculum framework, which will further refine the appropriate content at each level of education. It is NASPE's hope that this broader vision that starts earlier and continues through postsecondary education will help to foster physically active and fit citizens.

The outline on the next two pages identifies the general domains and subdomains of content aligned with NASPE's National Standards. Following that is the Instructional Framework, which identifies each content domain and sub-domain down the left side of the chart, with the appropriate content for groups of grade levels across the columns. Project members chose the grade-level grouping format to allow those using the framework some flexibility in the coverage of the identified content and to align with NASPE's National Standards for Physical Education.

A priority index (scale of 1-5, with 5 the highest) found on pp. 37-41 has been used to identify the content that appeared with the greatest frequency in state standards and, thus, deserves a certain level of importance. The higher the priority index, the more energy that should be dedicated to ensuring that the topic and its associated key concepts are well covered. All statements, however, indicate areas to be included.

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Instructional Framework for Fitness Education in PE *(Cont.)*

Instructional Framework for Fitness Education in Physical Education Overview
(Parallel NASPE's National Standards for Physical Education)

Technique: Demonstrate competency in techniques needed to perform a variety of moderate to vigorous physical activities.

- Technique in developing cardiovascular fitness.
- Technique when developing muscle strength and endurance activities.
- Technique in developing flexibility.
- Safety techniques.

Knowledge: Demonstrate understanding of fitness concepts, principles, strategies and individual differences needed to participate and maintain a health-enhancing level of fitness.

- Benefits of physical activity/dangers of physical inactivity.
- Basic anatomy & physiology.
- Physiological responses to physical activity.
- Components of health-related fitness.
- Training principles (overload, specificity, progression) & workout elements.
- Application of FITT principle.
- Factors that influence physical activity choices.

Physical Activity: Participate regularly in fitness-enhancing physical activity.

- Physical activity participation (e.g., aerobic, muscle strength & endurance, bone strength, flexibility, enjoyment/social/personal meaning).
- Create an individualized physical activity plan.
- Self-monitor physical activity and adhere to a physical activity plan.

Health-Related Fitness: Achieve and maintain a health-enhancing level of health-related fitness.

- Physical fitness assessment (including self-assessment) & analysis.
- Setting goals & create a fitness improvement plan.
- Work to improve fitness components.
- Self-monitor & adjust plan.
- Achieve goals.

Responsible Personal and Social Behaviors: Exhibit responsible personal and social behaviors in physical activity settings.

- Social interaction/respecting differences.
- Self-management.
- Personal strategies to manage body weight.
- Stress management.

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Instructional Framework for Fitness Education in PE *(Cont.)*

Values & Advocates: Value fitness-enhancing physical activity for disease prevention, enjoyment, challenge, self-expression, self-efficacy and/or social interaction; and allocate energies toward the production of healthy environments.

- Value physical activity.
- Advocacy.
- Fitness careers.
- Occupational fitness needs.

Nutrition: Strive to maintain healthy diet through knowledge, planning and regular monitoring.

- Basic nutrition and benefits of a healthy diet.
- Healthy diet recommendations.
- Diet assessment.
- Plan and maintain a healthy diet.

Consumerism: Access and evaluate fitness information, facilities, products and services.

- Differentiate between fact and fiction regarding fitness products.
- Make good decisions about consumer products.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Instructional Framework for Fitness Education in Physical Education

Technique: Demonstrates competency in techniques needed to perform a variety of moderate to vigorous physical activities.

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Technique in improving cardiovascular fitness	• Demonstrate body control when performing cardiovascular activities.	• Demonstrate good body alignment and control in various cardiovascular activities (e.g., jogging, running, biking).	• Demonstrate appropriate form (e.g., arm swing forward and back) and principles (e.g., pacing) in cardiovascular activities. • Adjust pacing to keep HR in the target zone.	• Apply the appropriate form, speed & generation of force during cardiovascular activities. • Adjust pacing to keep HR in the target zone.	• Apply rates of perceived exertion (RPE) & pacing. • Adjust pacing to keep HR in the target zone for extended periods of time.	

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Technique when improving muscle strength & endurance	• Perform body-weight activities (e.g., bear crawl, crab walk).	• Perform muscle strengthening and endurance exercise (e.g., lifting sand bags, jumping, hop-ping) mechani-cally correctly.	• Demonstrate appropriate form when performing resistance activities (e.g., push-ups, crunches).	• Analyze and differentiate basic musculoskeletal techniques (e.g., alignment, knee not in front of foot) necessary to participate safely in select-ed movement forms (e.g., cor-rect musculo-skeletal errors while performing stretching, yoga, modified weight-lifting, etc.).	• Apply basic musculoskeletal techniques necessary to participate in strength and endurance activities.	
		• Demonstrate ability to use own body as resistance to develop strength & endurance (e.g., hold body in plank position with body straight, animal walks).	• Demonstrate ability to stabilize the core when performing muscle strengthening & endurance activities.	• Demonstrate appropriate technique in resistance training machines & free weights (e.g., sand bells, bars, bands, home-made jug weights).	• Demonstrate proper machine adjustment and techniques on resistance training machines, and compare mach-ines to free-weight lifting,	

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK –K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Technique when improving flexibility	• Demonstrate basic stretching techniques.	• Demonstrate appropriate technique when stretching major muscle groups, showing proper alignment and stretching without bouncing or hyper-extending joints. • Know to perform stretching only after muscles are warm.	• Demonstrate appropriate technique when stretching (e.g., avoid hyper-extension of knees, knee in front of foot, back flexion, back hyper-extension, pulling on neck, pulling on toes [vs. ankles] when quad stretching, stress on medial knee ligaments). • Apply under-standing that stretching is to develop and maintain range of motion and is best done at the end of activity time.	• Demonstrate correct techniques and methods of stretching (e.g., alignment, no hyper-extension). • Demonstrate the difference be-tween dynamic flexibility and static flexibility and when to target each in a workout.	• Demonstrate proper alignment while stretching. • Demonstrate variety of appropriate stretching techniques (static, PNF, active isolated and passive).	

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Safety techniques	• Follow directions, use equipment properly and move safely in school & community	• Apply safety strategies, including using good body control, following safety signs and using equipment appropriately.	• Adjust effort to ensure safe play and use equipment appropriately. • Identify safe & unsafe places to play, such as a backyard & street.	• Demonstrate appropriate etiquette, care of equipment and respect for facilities, and exhibit safe behaviors.	• Hold oneself and others responsible for following safety practices. • Anticipate potentially dangerous consequences of participating in activities and contribute to the development and mainte-nance of rules and equipment use that provide for safe participation in physical activities.	

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
	• Wear appropriate clothing.	• Wear appropriate clothing, use protective equipment and protect the body from weather conditions.	• Wear appropriate clothing for different weather conditions.	• Apply strategies for protection from cold, heat and sun during activity, including hydration and sunscreen. • Recognize signs of exhaustion.	• Differentiate among the three types of heat illnesses associated with fluid loss (heat cramps, heat exhaustion and heat stroke) and their symptoms. Also, identify the appropriate prevention and first aid responses. • Identify issues when exercising in the cold (e.g., frostbite, hypothermia) and the appropriate prevention and first aid responses.	

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
	• Understand the effects of asthma on breathing. • Identify emergency situations and how to call 911.	• Know the symptoms of asthma and helpful ways to react. • Identify emergency situations (e.g., person collapses) and how to get help (e.g., find an adult, call 911).	• Know strategies for preventing and reducing asthma symptoms. • Identify emergency situations (e.g., person collapses) and how to get help (e.g., find an adult, call 911).	• Know strategies for dealing with severe asthma attacks. • Identify emergency situations (e.g., choking, drown-ing) and safe methods of responding to them (cardiopul-monary resuscitation [CPR] and universal precautions). • Understand how to access school resources during an emergency.	• Obtain certifications for first aid, CPR and automated external defibrillator (AED). • Understand how to access community resources during an emergency.	

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Knowledge: Demonstrates understanding of fitness concepts, principles, strategies and individual differences needed to participate and maintain a health-enhancing level of physical fitness.

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Benefits of physical activity/dangers of physical inactivity	• Understand that the body and brain need physical activity for optimal functioning.	• Discuss benefits of being active and having a strong body (e.g., good posture, endurance, injury prevention, force generation, more capable in play).	• Identify the impact of regular physical activity on physical health (e.g., healthy weight, stronger heart, enhanced muscle strength & endurance, strong bones, healthy lungs, sick less often).	• Analyze the empowering consequences of being physically fit (e.g., improved cognition, stamina, confidence).	• Compare & contrast the health-related benefits of various physical activities (e.g., improved cognition, increased strength & flexibility, cardiovascular endurance, social interaction). • Explain the interrelationship of physical activity to physiological responses and physical, mental/ intellectual, emotional and social benefits.	• Discuss the psychological factors influenced by regular physical activity (e.g., stress reduction, improved mood).

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
	• Identify the benefits of involvement in daily physical activity (e.g., feeling better, sleeping better).	• Describe how physical activity improves sleep and how sleep helps the body be healthy. • Identify positive feelings from participating regularly in physical activity.	• Identify personal psychological and social benefits gained from partici-pating in regular physical activity (e.g., improved self-esteem, better sleep, improved ability to focus and concentrate).	• Recognize physical activity as a positive opportunity for stress reduction and social interaction. • Identify positive mental and emotional aspects of participating in a variety of physical activities.	• Analyze the benefits of a healthy lifestyle and the conse-quences of poor nutrition and inactivity.	• Analyze possible life differences between unfit and fit individuals at different times in the lifespan.

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Basic anatomy & physiology	• Locate the heart and relate that it pumps blood throughout the body.	• Describe the basic features (e.g., size, location, function) of the heart and lungs. • Identify major muscle groups.	• Explain the role of the lungs in providing O_2 to the blood and collecting CO_2 from the blood. • Understand what major muscles are used in basic exercises. • Describe how muscles pull on bones to create movement and how muscles work in pairs by relaxing and contracting.	• Explain and label body systems that interact with each other (e.g., the blood transporting nutrients from the digestive system). • Analyze muscles that are involved in certain strength & endurance exercises. • Analyze the differences among concentric, eccentric and isometric muscle contraction.	• Predict the impact of physical activity on the functioning of body systems. • Discuss the importance of balancing the development of strength in opposing muscle groups. • Apply the concepts of concentric, eccentric and isometric contraction to the use of major muscles in basic fitness activities.	

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Basic anatomy & physiology		• Explain the benefits of good posture.	• Understand how to maintain good posture, and the relationship among organ health, core stability and good posture.	• Evaluate strategies for maintaining good posture.	• Analyze one's personal posture and identify needs for improvement.	
Descriptor						
Physiological responses to physical activity	• Recognize that when you move fast, your heart beats faster and you breathe faster.	• Identify the physiological signs of moderate to vigorous physical activity, such as increased heart rate, faster breathing, sweating and increased body temperature.	• Define resting heart rate (RHR) and understand its relationship to the level of aerobic endurance.	• Identify the changes in physiological effects of physical activity on the body (e.g., increased sweating, body odor) as one enters puberty.	• Analyze the long-term effects of regular participation in moderate to vigorous physical activity on the body systems (e.g., respiratory, cardiovascular, muscular, skeletal).	• Describe how physiological changes stemming from physical activity affect social, emotional and psychological well-being among adults.

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Physiological responses to physical activity			• Understand that specific body responses to physical activity are related to individual levels of fitness.	• Understand that physiological responses to physical activity are associated with one's level of physical fitness and nutritional balance.	• Identify personal physiological responses to physical activity. • Understand how and why adult patterns of physical activity participation change throughout life (i.e., identify the effects of age on the physiological response to physical activity).	

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Physiological responses to physical activity			• Distinguish between aerobic and anaerobic activities.	• Compare and contrast aerobic versus anaer-obic activities, and be able to distinguish between the two and provide examples of each.	• Understand the energy forms used in aerobic and anaerobic activities.	
Descriptor						
Components of health-related fitness	• Describe in basic terms that there are different ways to be fit (heart & lungs, muscles, ratio of lean to fat).	• Identify the five health-related components of fitness (cardiovascular endurance, muscle strength, muscle endurance, flexibility and body composition).	• Identify activities that one can use to develop each of the five components of health-related fitness.	• Compare and contrast health-related fitness components (cardiovascular endurance, muscle strength, muscle endur-ance, flexibility and body composition). • Distinguish between health-related & skill-related fitness.	• Explain how each of the health-related fitness compon-ents is improved through the ap-plication of training principles. • Compare and contrast skill-related fitness with health-related fitness.	• Identify personal preferences for ways to improve the five components using appropriate applications of training principles.

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Training principles (frequency, intensity, time, type, overload, specificity, progression) & workout elements		• Classify activities into "light, medium & hard" work levels.	• Identify the terms "frequency," "intensity," "time" & **"**type," and use them in describing a physical activity. • Define basic exercise terminology, such as "repetition" and "set."	• Describe the FITT Principle and training principles (frequency, intensity, time, type, overload, progression, specificity), and how they affect physical fitness. • Use the FITT Principle (frequency, intensity, time and type) and training principles that affect physical fitness (e.g., overload, specificity, progression) in describing a personal workout.	• Apply to frequency, intensity, time and type to your workout. • Employ an accurate working vocabulary related to fitness and wellness.	

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Training principles (frequency, intensity, time, type, overload, specificity, progression) & workout elements			• Distinguish among the three parts of a workout (warm-up, workout, cool-down).	• Self-initiate warm-up and cool-down during activity times.	• Use available technology to analyze heart rate and recovery time; distinguish among the three parts of a workout (warm-up, workout, cool-down) on a heart rate graph.	

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Factors that influence physical activity choices	• Identify physical activities that are enjoyable.	• Describe physical activity preferences.	• Analyze personal physical activity preferences.	• Analyze the role of individual attitude, motivation and self-determination in selecting fitness activities.	• Compare & contrast personal characteristics and activity preferences, including changes over the lifespan.	• Analyze what factors can be altered through interventions.
			• Describe appropriate strategies to support fitness habits on a personal level.	• Analyze preferences and change activities in ways that make them more enjoyable.		
	• Identify ways that family influences fitness & fitness decisions.	• Describe how family & friends influence fitness behaviors.	• Describe how environment, lifestyle, family history, peers and other factors affect physical, social, mental and emotional health.	• Analyze factors that influence nutritional and fitness choices, including peers, family and body image.	• Explain immediate & long-term impacts of fitness decisions to the individual, family and community.	• Evaluate methods of changing health-related fitness factors.

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
		• Describe environmental, community & cultural factors that influence fitness behaviors.	• Describe institutional influences on children's health & fitness behaviors, such as offering after-school activities, community safety education programs and a variety of nutritious foods at lunch.	• Analyze factors that influence nutritional and fitness choices, including time, cost/availability, culture and environment • Understand the effects of school policy, such as controls on use of food as rewards, on healthy or unhealthy eating and physical activity levels.	• Evaluate the influence of environment, public health policies, government regulations, research and medical advances on personal & community health promotion and disease prevention.	• Analyze factors that influence young adults' nutrition and fitness choices, including time, cost/availability, culture and environment.
	• Identify "screen time" activities (TV and computer use) and how they differ from physical activities.	• Describe how screen time and ads influence fitness behaviors.	• Identify the impact of media & technology — such as use of the Internet, social networking and heart rate monitors — on peer & family fitness behaviors.	• Analyze the effects of media & technology on school and community fitness behaviors.	• Describe ways in which social networking and/or other technology can influence personal fitness behaviors positively.	• Evaluate the impact of technology, media & advertisements on personal, family & community fitness through physical activity.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Physical Activity: Participates regularly in fitness enhancing physical activity.

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Physical activity participation	• Meet Centers for Disease Control and Prevention (CDC) guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, and muscle- and bone-strengthening activity at least three days a week, respectively. • Participate regularly in flexibility exercises when the body is well warmed up.	• Meet CDC guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, muscle- and bone-strengthening activity at least three days a week, respectively. • Participate regularly in flexibility exercises when the body is well warmed up.	• Meet CDC guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, muscle- and bone-strengthening activity at least three days a week, respectively. • Participate regularly in flexibility exercises to target specific muscles after they are warmed up.	• Meet CDC guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, muscle- and bone-strengthening activity at least three days a week, respectively. • Participate regularly in flexibility exercises to target specific muscles after they are warmed up.	• Meet CDC guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, muscle- and bone-strengthening activity at least three days a week, respectively. • Participate regularly in flexibility exercises to target specific muscles after they are warmed up.	• Meet CDC guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, muscle- and bone-strengthening activity at least three days a week, respectively. • Participate regularly in flexibility exercises to target specific muscles after they are warmed up.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
	• Participate with family in activities that are enjoyable, challenging, fun and/or that allow for self-expression.	• Participate regularly in & outside of school with friends & family in activities that are enjoyable, challenging, new, fun and/or that allow for self-expression.	• Participate regularly in & outside of school in physical activities that promote self-expression and provide opportunities for social and group interaction.	• Explore & participate in and out of school in a variety of new, enjoyable & challenging physical activities for personal interest, self-expression and social interaction.	• Explore & participate in and out of school in daily health-enhancing & personally rewarding physical activities.	• Explore & participate during leisure time in daily health-enhancing & personally rewarding physical activities.
		• Participate in activities outside of school, such as active transport to school & chores at home.	• Participate in activities outside of school, such as active transport to school & chores at home.	• Engage in lifestyle activities (e.g., use stairs, bike to school, gardening) that increase physical activity.	• Choose to engage in lifestyle activities (e.g., use stairs, bike to school, gardening) that increase physical activity.	• Develop a physically active lifestyle.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Self-monitor physical activity and create an individualized physical activity plan	• Set a weekly goal to be active at recess.	• Use a weekly or monthly activity calendar or plan participation in physical activity outside of school with family members.	• Use available technology to self-monitor physical activity and set a personal fitness goal. • Self-monitor physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch).	• Use available technology (e.g., pedo-meter, heart rate monitor, online tracking) to self-monitor physical activity and create a physical activity plan that takes into considera-tion personal preference, self-management skills, environ-ment and social interaction.	• Use available technology (e.g., heart rate monitor, pedo-meter) to self-monitor. Develop a personalized physical activity plan to address deficiencies in physical activity level.	• Use available technology to self-monitor and develop short- and long-term personalized physical activity plans to ad-dress deficien-cies in physical activity level.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Health-Related Fitness: Achieves and maintains a health-enhancing level of physical fitness.

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Physical fitness assessment & analysis			• Participate in Fitnessgram® assessment (e.g., muscle strength, muscle endurance, cardiovascular endurance, flexibility, body composition), and identify which scores fall in the healthy zone and which need improvement.	• Self-assess health-related fitness using FitnessGram® (e.g., muscle strength, muscle endurance, cardiovascular endurance, flexibility, body composition), and identify the meaning of each score in relation to the criterion score and personal health.	• Self-assess health-related fitness using FitnessGram® (e.g., muscle strength, muscle endurance, cardiovascular endurance, flexibility, body composition) and identify which scores fall in the healthy zone and which need improvement. • Use technology (e.g., heart rate monitor, electrical impedance) to assess physical fitness.	• Self-assess health-related fitness using personally preferred health-related fitness tests, and identify the areas in need of improvement.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
			• Recognize which test item is related to which fitness component. • Understand the two basic assessment standards: criterion-referenced & norm-referenced.	• Identify differences between criterion- and norm-referenced standards.	• Identify areas in need of improvement to meet personal goals (e.g., run in a 10K race). • Relate personal performance on specific fitness measures to criterion-referenced standards.	• Identify personally preferred assessment standards (i.e., criterion-referenced versus norm-referenced standards).

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Set goals & create a physical fitness improvement plan			• Analyze personal physical fitness assessment results and choose areas on which to focus.	• Use available technology to analyze information gathered from fitness assess-ment to set individual SMART (specif-ic, measure-able, attainable, realistic, time-delimited) goals.	• Use available technology to evaluate personal physical fitness assessment results and develop intermediate and long-term fitness plans.	• Use available technology to analyze personal physical fitness assessment results and create intermediate and long-term fitness plans.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
			• Select appropriate activities as part of a health-related fitness plan, taking into consideration personal preference, environment & value of social interaction. • Know how to palpate heart rate (HR) and use that information to adjust intensity.	• Select appropriate activities to create and engage in an individualized physical fitness plan, based on the fitness training principles (FITT, overload, progression, specificity), that supports achievement of personal fitness. • Know how to calculate target heart rate and apply HR information (THRZ, resting HR, above zone) to a personal fitness plan.	• Design & implement a personal fitness plan, addressing personal goals that incorporates target heart rate zone [THRZ], FITT and basic training principles (e.g., overload, specificity, progression) that affect physical fitness. • Create a plan, train for and participate in a community event (e.g., 5K, triathlon, swimming event, cycling event) that shows improvement in cardiovascular endurance.	• Analyze the progress of health-related fitness relative to personal goals, and adjust accordingly.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
				• Discuss the importance of balancing the development of strength in opposing muscle groups.		
Descriptor						
Work to improve fitness components		• Participate in targeted activities based on age and gender to improve overall fitness.	• Participate in targeted activities based on age and gender to improve each specific fitness component.	• Participate in targeted activities based on age, gender and personal fitness to improve each specific fitness component.	• Participate in targeted activities based on age, gender and personal fitness to improve specific fitness component(s).	• Engage in preferred activities that one can use to enhance all five components of fitness.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Monitor & adjust plan		• Identify informal ways to monitor changes in fitness (e.g., more difficult to breathe when playing might mean reduced cardiovascular fitness).	• Monitor progress through periodic fitness tests and workout journals.	• Monitor progress through periodic fitness tests, activity journals, monitors and computer software programs, and make adjustments as necessary.	• Monitor improvement on the components of fitness using available technology, and make adjustments as needed.	• Monitor improvement on the components of fitness using available technology, and make adjustments as needed on a regular basis.
Descriptor						
Achieve goals			• Achieve the healthy zone in each of the FitnessGram® assessment items.	• Achieve the healthy zone in each of the FitnessGram® assessment items.	• Achieve the healthy zone in each of the Fitnessgram® assessment items.	• Achieve the healthy zone in each of the FitnessGram® assessment items.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Responsible Personal and Social Behaviors: Exhibits responsible personal and social behaviors in physical activity settings.

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Social interaction/ respecting differences	• Demonstrate cooperation & consideration of others (e.g., sharing, taking turns) to maximize activity time.	• Demonstrate behaviors of a good fitness partner, including being encouraging & cooperative and being willing to work with any partner.	• Show respect (e.g., encourage peers, communicate respectfully, refrain from put-downs) for students of similar *and* different skill/fitness levels. • Recognize & experience physical activities & habits from diverse cultures.	• Show respect and sensitivity to the feelings of others while participating in fitness activities with students of different abilities, gender, skills and cultures. • Analyze how cultural diversity enriches and challenges health behavior.	• Invite & participate with others in physical activity regardless of varying skills, abilities, limitations and cultural backgrounds. • Analyze the influences of sport participation on developing appreciation of cultural, ethnic, gender and physical diversity.	• Invite friends & family members to participate in physical activity.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Self-management	• Describe times in the day in which you like to be active. • Identify factors that encourage you to stay active. • Describe the food you like most and the chances you have to choose healthy foods.	• Describe ways to take personal responsibility for fitness behaviors (e.g., limiting screen time, choosing to play with friends, choosing nutritious foods).	• Identify effective self-management skills that one can use to incorporate opportunities for physical activity in school. • Attend to feelings during & after physical activity and before, during & after eating and the use of information to modify physical activity and diet accordingly.	• Use effective self-management skills (e.g., monitoring, building a support team, self-reward, positive self-talk, tuning in) to incorporate opportunities for physical activity in & outside school.	• Employ effective self-management skills to analyze barriers and appropriately modify physical activity pattern, as needed.	• Use effective self-management skills to maintain regular participation in physical activity.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Self-management	• Identify ways to be responsible for one's own fitness.	• Choose ways to be responsible for one's own fitness.	• Describe strategies that enhance achievement of goals (e.g., set appropriate goals, monitor/track behaviors, reinforce/reward small steps). • Accept responsibility for improving one's own levels of physical activity and fitness.	• Identify and use appropriate strategies to self-reinforce positive fitness behaviors. • Differentiate between intrinsic and extrinsic reasons for participating in physical activity, and use each appropriately. • Accept responsibility for improving one's own levels of physical activity and fitness.	• Analyze how personal choices can affect short- and long-term fitness. • Accept responsibility for improving one's own levels of physical activity and fitness.	• Analyze personal choices that affect health-related fitness positively or negatively. • Accept responsibility for improving one's own levels of physical activity and fitness.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Personal strategies to manage body weight	• Identify important strategies for controlling weight (e.g., stay active, eat healthy).	• Identify factors related to weight management (e.g., ensure adequate sleep, reduce calories, increase physical activity).	• Identify effective strategies for ensuring adequate sleep. • Describe the relationship between caloric balance and weight gain or loss. • Use a food log & activity log and/or available technology to calculate energy balance.	• Apply appropriate strategies for ensuring adequate sleep to control weight. • Identify food choices or physical activity enhancements, based on a personal log, that would create energy balance, resulting in healthy weight • Discuss the differences among types of eating (e.g., fueling for performance, emotional eating, social eating, eating while watching TV or sport events).	• Identify & apply personalized strategies to ensure adequate sleep, apply food choices or physical activity enhancements, based on a personal log, that would create energy balance, resulting in healthy weight. • Identify the role of physical activity in increasing basal metabolic rate in improving energy balance.	• Analyze & apply strategies that one can use to manage personal body weight effectively. • Analyze the differences among types of eating (e.g., fueling for performance, emotional eating, social eating) and how each influences dietary intake.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Personal strategies for managing body weight			• Identify strategies for seeking weight-management help.	• Use available technology & social networking to compare & contrast various strategies for seeking weight-management help.	• Use available technology & social networking to apply strategies as needed for seeking weight-management help.	• Use available technology & social networking to seek help weight-management help.
Descriptor						
Stress management	• Identify factors related to happy & unhappy feelings.	• Recognize stressful feelings & stressful situations. • Describe & demonstrate appropriate strategies for dealing with stress (e.g., deep breathing, knowing whom to talk to).	• Analyze stressful feelings & situations and their impact on the body. • Identify positive & negative results of stress and appropriate ways to deal with each. • Predict how neglecting personal responsibilities might increase stress.	• Journal situations & behaviors that influence stress and how they affect the body. • Compare & contrast a variety of personal coping and stress-management strategies.	• Journal situations & behaviors that influence stress and the effectiveness of physical strategies used to relieve it. • Research physical activity & fitness effectiveness in coping with & overcoming feelings of stress.	• Adjust self-stress levels as needed. • Analyze personal approaches to stress management and plan more appropriate ways to integrate healthy stress management techniques into one's lifestyle.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
	• Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	• Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	• Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	• Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	• Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	• Practice personally preferred strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.

Values & Advocates: Values health-related fitness for disease prevention, enjoyment, challenge, self-expression, self-efficacy and/or social interaction, and works for healthy environments.

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Values physical activity	• Develop a positive attitude toward regular physical activity.	• Value physical activity and fitness for health, enjoyment, challenge, self-expression and/or social interaction.	• Exhibit positive feelings/enjoyment about participating in physical activity. • Recognize that skill competency and fitness lead to enjoyment of movement and physical activity.	• Choose activities that are personally rewarding. • Evaluate the enjoyment, self-expression, challenge and social benefits experienced by doing one's best in physical activities.	• Analyze the roles of attitude, motivation, self-expression, challenge, social interaction and determination in achieving personal satisfaction from challenging physical activities.	• Be able to read & critique the scientific literature related to health-related fitness.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Values physical activity	• Identify ways in which becoming physically fit improves quality of life.	• Describe ways in which becoming physically fit improves quality of life.	• Analyze ways in which becoming physically fit empowers one.	• Evaluate how becoming physically fit empowers one.	• Value the way in which becoming physically fit empowers one.	
Descriptor						
Advocacy: promoting healthy behaviors	• Encourage family members to participate in physical activities.	• Identify ways to promote personal fitness in schools.	• Encourage & assist family members & peers to make positive health choices, such as eating healthy foods and being physically active.	• Demonstrate ways in which to influence & support others in making positive fitness choices.	• Independently and/or cooperatively devise & implement a strategic plan that promotes & communicates appropriate health or fitness issues or concerns to a target audience.	• Independently implement a strategic plan that promotes appropriate health or fitness.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Advocacy: promoting healthy behaviors				• Use available technology to identify community agencies that advocate for healthy individuals, families, communities and the environment.	• Apply techniques for funding school, community and workplace physical activity programs.	• Apply techniques for seeking funding for campus fitness programs.
				• Use available technology to advocate & convey accurate fitness information about the benefits of choosing healthy foods & increasing physical activity.	• Use available technology & social networking to coordinate with others to advocate for improving personal, family & community fitness.	• Use available technology & social networking to engage & support the improvement & implementation of fitness-related policies in family, school & communities.
			• Act as a positive role model for fitness in the family.	• Act as a positive role model for fitness in school.	• Act as a positive role model for fitness in the community.	• Influence & support others in making appropriate fitness-related decisions.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
		.				• Participate as knowledgeable, reflective, creative and critical members of a variety of fitness communities.
Descriptor						
Fitness careers		• Discuss the influence that fitness professionals (e.g., doctors, PE teachers) have on personal health.	• Identify various physical education/ fitness careers & services locally.	• Explore career opportunities in the health-related fitness profession and identify professional roles in meeting the needs of fitness consumers. • Explore the personal attributes required for selected physical education/fitness careers.	• Analyze health- and fitness-related careers, and evaluate one's own compatibility. • Journal professional responsibilities & opportunities for employment in professions associated with physical activity.	

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Occupational fitness needs			• Identify different career demands on personal health and/or fitness.	• Discuss components of health- and skill-related fitness necessary for successful & safe performance in various occupations.	• Create a fitness/wellness plan for sedentary careers that one could use to maintain health-related fitness. • Analyze components of health- and skill-related fitness necessary for successful and safe performance in various occupations. • Identify questions to ask potential employers about their support of healthy lifestyles.	• Advocate for ways to influence individual health positively, as related to career choices.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Nutrition: Strives for a healthy diet through knowledge, planning and regular monitoring.

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Basic nutrition & benefits of a healthy diet	• Describe the importance of food as fuel. • Identify characteristics of food, including smell, taste, color & texture. • Know where food comes from (i.e., plants, not stores).	• Describe how a balanced & nutritious diet is related to weight, energy, appearance & health.	• Describe the benefits of consuming water, fruits, vegetables, grains and calcium-rich foods, as well as decreasing fat intake and moderating sugar intake.	• Describe the relationship between poor nutrition and health risk factors.	• Analyze the importance of nutrition in health and well-being.	

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Basic nutrition & benefits of a healthy diet	• Demonstrate the ability to select healthy snacks.	• Identify foods to avoid & foods to embrace. • Recognize that sugar, salt & fat can make a healthy food less healthy.	• Identify criteria for healthy & unhealthy foods, and categorize common items appropriately. • Identify strategies for dealing with personal food preferences, restrictions and barriers. • Understand the definition of a calorie as a unit of energy. • Identify foods that are sources of the major nutrients: carbohydrates, protein, fat, vitamins, minerals & water.	• Evaluate the prevalence, causes and long-term consequences of unhealthy eating. • Identify the caloric content, benefits and daily recom-mendations for fats, proteins & carbohydrates.	• Assess the benefits of consuming adequate amounts of vitamins, minerals, fiber, folic acid and water, and identify foods that contain high amounts of each. • Describe how nutrients are released, absorbed, used & excreted by the body. • Discuss the effects of supplements on the body.	

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Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Healthy diet recommendations	• Understand the importance of eating a variety of foods. • Accept opportunities to drink water (before, during & after physical activity).	• Classify foods correctly into appropriate MyPlate food groups. • Identify water as an essential nutrient.	• Identify the number of daily required servings from each of the sections of MyPlate food groups & the recommended serving sizes. • Identify the recommended amount of water to be consumed each day.	• Identify foods within each of the basic food groups and select appropriate servings & portions for one's age and physical activity level. • Explain the needs and benefits of hydration during physical activity. • Recognize factors (e.g., clothing, weather, helmets) that can affect hydration status.	• Describe federal dietary guidelines, food groups, nutrients and serving sizes for healthy eating habits. • Summarize the effects of hydration & dehydration on physical & mental performance, the risks of dehydration, and how to maintain hydration. • Know how to use body weight and urine color to monitor hydration status.	• Evaluate the recurrent healthy recommendations and guidelines of a nutritious diet.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Healthy diet recommendations		• Recognize that food & drinks have nutrition labels, and examine them to locate specific components (e.g., servings per container, calories).	• Demonstrate the ability to interpret nutrition information (e.g., food labels). • Identify how peers and the media influence the development of eating disorders.	• Compare & contrast nutrient information on food labels (on products, at fast food restaurants) to make informed decisions regarding healthy food choices. • Describe causes, symptoms, consequences & treatments for the three most-common eating disorders (bulimia, anorexia nervosa, and binge eating).	• Draw conclusions from food labels for calories, nutrient density, types of fats & empty calories, and makes recommendations on healthy choices. • Differentiate among different eating disorders and the resulting symptoms & effects on healthy growth & development. • Discuss psychological implications associated with eating disorders. • Identify resources for people with eating disorders.	• Evaluate resources for seeking help for people with eating disorders.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Assess diet	• Identify fruits & vegetables eaten.	• Count the servings of fruits & vegetables eaten in a day.	• Record eating habits and compare personal food choices to MyPlate guidelines.	• Use available technology to compare one's food log to MyPlate recommendations.	• Use available technology to assess & analyze personal nutrition needs, preferences & practices. • Design a personal nutrition log that documents food intake, calories consumed, energy expended through physical activity and nutrition needs, and analyze the results.	• Use available technology to evaluate diet, and identify deficiencies on a regular basis.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Plan & maintain a healthy diet	• Open oneself to trying new foods.	• Plan a healthy meal or snack. • Demonstrate healthy nutrition choices for meals & snacks.	• Plan a day of healthful balanced meals & snacks. • Select healthy foods from a fast-food restaurant menu.	• Create & implement a healthy meal plan for your physical activity level using the MyPlate Food Guide and Dietary Guidelines for Americans. • Develop strategies to balance healthy food, snacks, and water intake along with daily physical activity	• Set a personal goal based on a dietary analysis to enhance health, and track progress toward the goal. • Describe how to adjust one's diet to accommodate changing levels of activity or to meet one's nutrition needs.	• Implement a diet plan to achieve energy balance. • Document personal diet modifications based on different PA levels, holidays and other events.

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Instructional Framework for Fitness Education in Physical Education *(Cont.)*

Consumerism: Accesses and evaluates fitness information, facilities, products and services.

Descriptor	PreK-K Benchmark	Grades 1-2 Benchmark	Grades 3-5 Benchmark	Grades 6-8 Benchmark	Grades 9-12 Benchmark	Higher Education Benchmark
Differentiate between fact & fiction regarding fitness products		• Understand that advertisements are created to sell products; just because a product is advertised doesn't mean it's good for you.	• Identify content of advertisements related to fitness behaviors & products (e.g., fast food, candy, milk). • Use technology to identify sources of and characteristics of valid health information. • Distinguish among myth, fact and opinion related to health information and fitness products.	• Use available technology to identify misinformation and stereotyping associated with health-related fitness.	• Use technology to distinguish between facts & myths regarding nutrition practices & products and physical performance. • Analyze advertised diet plans for feasibility, caloric intake and promotion of physical activity. • Distinguish between fact and fiction about weight control.	• Search and analyze fitness products, and resources available in the community • Analyze the cost and accessibility of fitness services • Demonstrate the ability to access school and community fitness services for self and others.
Descriptor						
Make good decisions about consumer products			• Help parents make informed decisions about physical fitness activities.	• Help friends & family make informed decisions about fitness products & programs.	• Make informed decisions about physical fitness products and programs.	• Make good decisions about physical fitness products & programs.

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Instructional Framework for Fitness Education in PE *(Cont.)*

Summary of State Standard Priorities		
PreK – K		
Most Common Topics	**Key Concepts**	**Priority Index[1]**
Health-related fitness knowledge	Give examples of active versus inactive behaviors.	5
Being physically active	Be physically active for more than 60 minutes per day, with most at a moderate to vigorous level of intensity; participate in a variety of age-appropriate activities.	4.3
Benefits of physical activity & physical fitness	Understand that the body & brain need physical activity.	3.85
Engaging safely in physical activity	Exhibit body control; wear protective equipment; care for equipment; demonstrate personal safety in school and the neighborhood; identify emergency situations.	3.85
Enjoyment of physical activity	Participate in activities that are enjoyable, and have social benefits and personal meaning; enjoy the challenge of movement.	3.65
Nutrition	Food is fuel; hydration; eat a variety of foods; MyPlate; eat healthy snacks; try new foods.	3.65
How body systems respond to physical activity engagement	How the heart, lungs, bones & muscles respond to running versus walking; locate the heart; show good posture.	2.95
Social interactions and respecting differences in a physical activity setting	Demonstrate cooperation with and consideration for others (e.g., sharing, taking turns) to maximize activity time for all.	2.95
Planning for physical activity	Set goals to be active at recess.	2.25
Factors that influence physical fitness	Have a positive attitude; identify ways that family influences health; understand how TV/video influences physical activity engagement.	1.8

Note: The priority index (scale of 1-5, with 5 the highest) has been used to identify the content that appeared with the greatest frequency and was identified by the greatest number and percentage of states and, thus, deserves a certain level of importance. The higher the priority index (e.g., 5), the more energy that should be dedicated to ensuring that the topic and its associated key concepts are covered well.

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Instructional Framework for Fitness Education in PE *(Cont.)*

Summary of State Standard Priorities		
Grades 1 – 2		
Most Common Topics	**Key Concepts**	**Priority Index**
Health-related fitness knowledge	Classify activities as light, medium, difficult; heart rate; the health-related fitness components; physiological response to physical activity.	5
Enjoyment of physical activity	Participate in activities with friends and family that are enjoyable, challenging, new, fun and/or that allow for self-expression.	4.5
Healthy body composition	Factors related to weight management (e.g., reducing how much you eat, increasing physical activity).	3.7
Engaging in physical activity	Meet CDC guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, and muscle- and bone-strengthening activity at least three days a week, respectively.	3.7
Benefits of physical activity & physical fitness	Makes heart & lungs stronger; sleep is important for health.	3.7
Steps in decision-making	Take responsibility and make healthy choices.	3.25
Social interactions & respecting differences in a physical activity setting	Be cooperative in a fitness setting; encourage peers; share equipment.	3.25
Engage safely in physical activity	Use equipment with proper technique; develop injury-prevention strategies; water safety; heat/cold protection; identify emergency situations and know how to call 911.	2.90
Muscle endurance & strength	Use own body weight as resistance.	2.75
Nutrition	Balanced diet; nutrients including water; healthy foods; MyPlate guidelines; food label reading; plan a healthy snack.	2.60

Note: The priority index (scale of 1-5, with 5 the highest) has been used to identify the content that appeared with the greatest frequency and was identified by the greatest number and percentage of states and, thus, deserves a certain level of importance. The higher the priority index (e.g., 5), the more energy that should be dedicated to ensuring that the topic and its associated key concepts are covered well.

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Instructional Framework for Fitness Education in PE *(Cont.)*

Summary of State Standard Priorities		
Grades 3, 4, 5		
Most Common Topics	**Key Concepts**	**Priority Index**
Health-related fitness knowledge	Understand intensity; aerobic versus anaerobic; know the health-related fitness components; physiological responses to physical activity; effect of physical activity on body systems; heart rate.	5
Engage safely in physical activity	Adjust effort for safe play; be safe during leisure play.	4.3
Planning for physical activity	Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, and stopwatch)	4.3
Benefits of physical activity and physical fitness	Impact of regular physical activity on health (e.g. healthy weight, stronger heart, enhanced muscle strength and endurance, strong bones, healthy lungs, sick less often)	4.3
Being physically active	Meet CDC guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, and muscle- and bone-strengthening activity at least three days a week, respectively.	3.85
Respecting differences and responsible decision-making in a physical activity setting	Show respect for people of similar & different skill/fitness levels; encourage peers, respectful communication; refrain from put-downs.	3.7
Nutrition	Benefits of healthy food consumption; nutrients; serving & portion size; food labels; nutritional value of foods.	3.55
Fitness assessment and setting goals	Know the health-related fitness components and how they are measured.	3.55
Enjoy physical activity engagement	Select activities to promote self-expression and social interaction; change lifestyle; emotions related to physical activity engagement.	3.45

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Instructional Framework for Fitness Education in PE *(Cont.)*

Summary of State Standard Priorities		
Grades 6, 7, 8		
Topics	**Key Concepts**	**Priority Index**
Health-related fitness knowledge	Know how to use heart rate as a measure of intensity; reps, sets, eccentric, isometric, concentric terminology; describe training principles; muscular balance; agonist and antagonist muscles.	4.8
Planning for physical activity	Use available technology to monitor physical activity; create a physical activity plan that takes into consideration personal preference, environment and social interaction.	4.35
Being regularly physically active	Meet CDC guidelines of 60 or more minutes a day of moderate- or vigorous-intensity aerobic physical activity, and muscle- and bone-strengthening activity at least three days a week, respectively.	4.35
Health benefits of physical activity	Long-term benefits of physical activity; physical inactivity and disease; physiological & psychological benefits.	4.00
Safety issues	Minimize risk of injury; adjust equipment; prepare for climate; respond appropriately in emergency situations.	4.00
Responsible decision-making	Steps in decision-making; respecting differences.	3.90
Factors that influence healthy choices	Fitness choices, peers, family and body image influence as factors that influence fitness; cost/cultural/environmental; the role of media and technology in physical fitness; strategies to overcome barriers to making healthy choices.	3.80
Fitness assessments	Participates in fitness testing; uses results to set specific fitness goals.	3.70
Understanding the components of health fitness	Compare and contrast health-related fitness components, healthy zones.	2.60
Accurate interpretation of health information	Identify myths, misinformation and stereotyping associated with health-related fitness.	2.50

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Instructional Framework for Fitness Education in PE *(Cont.)*

Summary of State Standard Priorities		
Grades 9, 10, 11, 12		
Topics	**Key Concepts**	**Priority Index**
Maintaining PA	Participate in daily health-enhancing and personally rewarding physical activities; meet HHS guidelines of 60 minutes/day of MVPA.	5.0
General health-related fitness knowledge	Training principles affect physical fitness; application of principles of training and FITT principle; physiological responses (energy expenditure, HR, respiratory rate, RHR).	4.65
Factors that influence fitness behavior	Analyze how culture, family, peers support & challenge health beliefs, practices and behaviors; influence of participation on fostering appreciation; impact of technology & media; policy; emotions & feelings; individual attitude, determination, motivation.	4.45
Benefits of PA and dangers of low/no PA	Evaluate benefits of regular participation on reduction of chronic-disease risks; interrelationship of physiological responses and physical, mental/intellectual, emotional and social benefits.	4.35
PA/fitness/well ness plan	Design and critique a personal fitness plan, from established goals; apply FITT principle and training principles to health-related fitness (HRF) components; evaluate & modify plan to meet specific and/or changing needs; apply appropriate technology to achieve/maintain physical fitness; analyze daily health and fitness habits; effective and ineffective warm-up & cool-down techniques.	4.1
Safety issues with fitness	Select proper equipment and apply all appropriate safety procedures; identify risks; CPR/AED; first aid; impact of attitudes.	4.0
Social interaction & respecting differences	Initiate positive social behaviors associated with physical activity; design strategies for a diverse group of individuals to encourage effective participation; analyze how cultural diversity enriches & challenges health behavior.	3.9
Enjoy physical activity engagement	Analyze characteristics of sport and physical activities that are personally enjoyable, challenging and fulfilling; differentiate between intrinsic and extrinsic reasons for participating.	3.6
Fitness/PA assessment	Self-assess health-related fitness status to establish personal fitness goals; meet criterion-referenced age- and gender-specific, health-related fitness standards for components of HRF.	3.55

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